OASE Vision and Policy Coalition State Accountability System Subcommittee

Preliminary Report and Recommendations on Achievement Compacts

September 11, 2012

The State Accountability Subcommittee of the Oregon Association of School Executives (OASE) Vision and Policy Coalition has been meeting since spring to develop recommendations for improving Achievement Compacts, and to be prepared to contribute to the development of the new State Report Card. OASE is a department of the Confederation of Oregon School Administrators (COSA).

Below are the preliminary Achievement Compact recommendations and considerations of the OASE Vision and Policy Coalition steering committee, which is made up of 25 Oregon superintendents, along with representatives from partner organizations Chalkboard, Oregon Business Association, Oregon School Boards Association and Stand for Children. These recommendations will be discussed and finalized at a statewide meeting of superintendents later this month.

Recommendations on Clarity and Communication for Achievement Compacts

- Clarify the **purpose of the Achievement Compacts**, and their intended role in helping Oregon to achieve its 40-40-20 goal.
- Develop a document that clearly explains **what is in the achievement compact and what is in the state report card**, and demonstrates how they complement each other.
- Eliminate compact submission requirements for numeric target indicators; **use percentage targets for all measures** (except focus and priority schools, if required).
- Ask districts to submit a **short narrative with the achievement compact** to tell their story about target-setting, strategies for achieving targets, etc. Have OEIB provide guidelines for the narratives. Narratives could help to facilitate the sharing of strategies across the districts.
- **Clarify for all stakeholders** the work of the HECC and how they fit in with the governance structure.

Recommendation on <u>Timing and Submission</u> of Achievement Compacts

- **Change the submission date for achievement compacts from June 30 to the fall (October-November)** to match the data reporting schedule and academic year. This would allow districts to **use the most recent data** (received during the summer) for setting targets. Additionally, districts would have **the time to involve achievement compact advisory committees and stakeholders in a thoughtful process** of aligning targets with strategies and the budget. This date is more aligned with our budget process, which begins internally in the fall.

Recommendations on <u>Measures and Targets</u> for Achievement Compacts

- In collaboration with superintendents, **develop a model for target- and trajectory-setting**. Elements of the model should include: 1) a trajectory that is **"designed backward" from the 2025 attainment of the 40-40-20 goal**, with a foundation of continuous improvement, meaning that annual targets for improvement may vary depending on a variety of factors, including the level of evidenced-based practices, innovations, interventions and new initiatives a district can bring to bear on a particular target; 2) a **complementary and interdependent trajectory for funding aligned to the QEM,** 3) **alignment to 40-40-20 of state and regional support to districts**.

- Implement an **academic measure during middle school** in lieu of, or **in addition to**, **attendance**. Examples of middle school measures predictive of preparedness for college and career include **seventh grade writing and eighth grade algebra**. According to a survey of superintendents conducted earlier this month, more than 80 percent support adding an academic measure in reading, writing or math; they prefer that the academic measure be given in either seventh or eighth grade.

- Move the **elementary math measure from third grade to fifth grade**. This will help to share responsibility for reading and math literacy among all teachers in grades K-5.

- **Separate credits earned and attendance in the ninth grade** on track measure. This would improve efficiency of data tracking and reporting for these measures. In the survey of superintendents, more than 75 percent supported either splitting the measures and/or moving the attendance measure to the State Report Card.

- Consider moving **attendance measures (sixth and ninth grades) to the State Report Card**.

- **Re-think the approach to target-setting for traditionally underserved groups**. We are committed to the success of each and every student, and schools use individual, classroom and school-wide data to inform instruction and implement strategies for improved learning of individual students and groups of students. It is our understanding that achievement compacts are intended to provide district-level focus and clarity on a handful of our most important objectives. We believe that the effect of setting targets in nearly 100 cells diminishes that intention. We recommend an approach that **narrows the district-level focus to traditionally**

underserved groups overall, and, on a district-by-district basis, to **specific groups of students for which the data indicates a need for intervention** (as determined by the district's Achievement Compact Advisory Committee). We also recommend that all **data for traditionally underserved groups be reported, district-by-district and school-by-school, in the State Report Card.**

Recommendations of Issues for <u>Further Study</u> about Achievement Compacts

- The achievement compacts currently require reporting and target-setting on three high school completion/graduation measures. We support reducing that number; however, we have not yet reached consensus on which measure – 4-year graduation rate, 5-year graduation rate, or 5-year completion rate – should be eliminated. We recommend further study.

- Study and report on the impact of Smarter-Balanced exam implementation on graduation rates. Analyze how Smarter-Balanced results and timeline will impact the target setting process. Recommend the state consider purchasing the formative assessments that align with the summative assessments for all districts.

- Study and report on the efficacy of achievement compact measures; are these the best measures to support attainment of our 40-40-20 goal?

- Study and report on how high schools can most effectively contribute to the 40-40 part of the goal. Recommend policy changes to facilitate high school faculty qualifying to teach college level courses (for consideration by the HECC and Legislature), and other barriers to grades 11-14 transition.

- Study the new diploma requirements, including Essential Skills requirements. Determine: 1) how they impact graduation and completion target attainment, and 2) how are they related to the graduation requirements for modified and extended diplomas.

Recommendations/Considerations on <u>Other Achievement Compacts Issues</u>

- Standardize "certificates of completion" like we have for Modified and Extended Diplomas. These standards could be set to address the IEP goals.

- Standardize methodology to report College Credits Earned and to calculate college credits for AP/IB exam scores.

- Fine tune the definitions and methodology for all measures.

- Develop a consistent technical manual.

- Develop an on-line tool to support compact development and submission.

- Clarify attendance definitions.

- Charge the technical committee with alerting the OEIB to other technical adjustments that need to be made especially as we transition to Smarter Balanced.

- "Ready for Kindergarten" – The Kindergarten Readiness Assessment (KRA) is being piloted in about 15 schools this year. Learn and make adjustments to the KRA based on the pilots. Require all districts to administer the KRA beginning in 2014-2015.

- Graduation/completion target requirements are based on the content of SB 909 and the ESEA waiver; flexibility is limited due to these constraints. Is this the right approach for achievement compacts?

- We need clarity about whether the students who earn a Modified Diploma are included in the completion rate.